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ABSTRACT

The effect of Fulbright grantees' experience in West Germany is analyzed in terms of subsequent careers, involvement with international education activities, personal values and life styles, and German language proficiency. Some comparisons are made between Fulbright scholars to Germany and those to other Western European countries. Data were obtained from a comprehensive 1979 study of Fulbright students, teachers, researchers, and travel-only grantees. Of 5,000 grantees who were sent a questionnaire, 3,116 responded, representing 5 to 6 percent of all Fulbright scholars. Germany Fulbright respondents overwhelmingly perceived their Fulbright experience as providing intangible benefits and enhancing their job status. Since their tours, the great majority of these grantees have been involved in crosscultural research and in contact with professional colleagues abroad. Three-fourths of the respondents assessed their reading proficiency as very good or good at the conclusion of their Fulbright to Germany. More scholars to Germany were in humanities and fewer in social sciences than those to Western Europe, more had their Fulbright awards in the 1970s than in the earlier decades, and more had travel-only awards. Personal changes for all Fulbright respondents include traveling abroad, visiting friends abroad, and forming permanent relationships in the Fulbright country. Former Fulbrighters are internationally mobile and socially international. (KC)

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AMERICAN FULBRIGHT GRANTEES' EXPERIENCE IN GERMANY

A COMPARATIVE STUDY BY BARBARA B. BURN

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Introduction

This study attempts to assess the impact of their Fulbright experience on American grantees whose Fulbright awards took them to the Federal Republic of Germany. The focus is on the impact of this experience on grantees' subsequent professional careers, involvements with community and other international education activities, and personal values and life styles, and on the German proficiency of grantees and their families. Some comparisons are made between Fulbrighters to West Germany and to other Western European countries. This research project was funded by the Department of Education under the Higher Education Act Amendments of 1980, Title VI, International Research and Studies Program. The author is grateful for this support.

Much of the data reported in this paper was derived from the survey of former Fulbright grantees carried out in 1979 by the Fulbright Alumni Association in collaboration with the President's Commission on Foreign Language and International Studies. Barbara Fendrich, formerly an assistant in the International Programs Office, University of Massachusetts at Amherst, helped to analyze this data. Other research sources included annual reports of the Board of Foreign Scholarships, reports of former Fulbright Senior Scholars filed at the Council for International Exchange of Scholars (CIES), interviews with former grantees, and other reports and publications.

The study attempts to fill a gap in research on international educational exchanges, namely, the paucity of concrete studies which demonstrate what their experience in another country contributes to participants in academic exchanges, directly in their personal and professional lives, and indirectly to the international activities of higher education institutions and local communities and

to international scholarly collaboration. Much has been said and written but too little has been actually demonstrated about the impact of international educational exchange. Its advocates tend to present subjective arguments in its support, often citing the number of national leaders in other countries who at one time were exchangees, e.g. prime ministers and presidents, parliamentarians and ambassadors, business leaders and scholars. However, spotting a few former Fulbright grantees now in high places in their countries better makes a case for the Fulbright selection process than for the contribution that the total program makes to advancement of academic disciplines, leadership development, and wider citizen concern with and understanding of the accelerating internationalization of many major issues confronting the United States and other countries. While this study does not purport to close the research gap on the contribution of international educational exchange in these areas, it attempts to narrow it.

Rationale for Study

The experience of American Fulbright grantees in the Federal Republic of Germany was chosen as the focus of this research for the following reasons:

- 1) Educational exchange between the United States and Germany is part of the experience and on-going professional concern of the author. I participated in the German-American Conference on Educational Exchange held in Germany June 1972 which focussed on U.S.-Germany student exchanges. As International Programs Director at the University of Massachusetts, Amherst, I have encouraged and implemented an exchange of students and professors between my university and Albert-Ludwigs-Universität in Freiburg launched in 1966 and formalized a few years later in a partnership agreement between these two institutions.
- 2) Among academic exchanges between higher education institutions in the United States and other countries, those between the U.S. and Germany have a long history

and preeminent role. Back in 1906 President Theodore Roosevelt wrote that the large emigration of U.S. students to German universities after the American Civil War was "one of the most remarkable and important features of our intellectual life, and it is one of the most significant facts in our American education that those sons of our Republic who have been educated in German universities guide and control our higher education."¹ Moreover, the 19th century German university had a major influence on American higher education, serving as a model for graduate education in this country when it was first developed at Johns Hopkins and elsewhere.

3) The Federal Republic of Germany accords a high priority to international educational exchange. At a special international symposium on international cultural relations held in Bonn May 26-30, 1981, the then Minister of State of the Foreign Office, Frau Hildegard Hamm-Brücher, stated that one of the three focal points in Germany's foreign cultural policy was strengthening cultural exchanges with the United States and Canada. Moreover, cultural relations with other countries have long been a pillar of German foreign policy. As stated by Chancellor Helmut Schmidt at the May 1981 symposium, "Cultural exchange exercises an indispensable function for foreign policy: by erecting bridges of understanding and promoting communication between peoples and cultures, it creates a lasting foundation for political and economic cooperation in our interrelated world."²

4) The preeminent role played by the Federal Republic in the total Fulbright program singles it out for focus in a research study of the exchange field. For the period 1949-79, the time-span of the Fulbright Alumni Association survey, Fulbright exchangees from the U.S. to the Federal Republic, including all categories of

1. Abrams, Irwin and Kurt Duwell, Lessons of the First German-American Exchange Professorships, unpublished paper prepared for joint meeting of the International Society for Educational, Cultural and Scientific Interchanges, Cincinnati, March 25-28, 1982, p. 2.

2. "Foreign Cultural Policy: Survey and Future Prospects," Bildung und Wissenschaft, BW 1982 No 1/2(e), Inter Nationes, p. 6.

of exchangees, involved 6,564 American exchangees out of the total of 45,222 Americans going abroad through the Fulbright program, or around 15 percent. Taking U.S. and German exchangees together, they constituted 16,046 of the total of 129,869 U.S. and foreign Fulbrighters for the same period or over 12 percent. The vigor of U.S.-German Fulbright exchanges 1949-79 is also affirmed by the fact that of foreign Fulbrighters coming to the United States during that period, those from Germany constituted 11 percent (9,482 out of 84,447).³

5) Still another index of the German commitment to U.S.-German academic exchanges is the fact that the Federal Republic supports most of their cost: \$3,056,465 in 1978-79 compared to the U.S. contribution of \$871,674; \$2,689,076 compared to \$1,054,355 U.S. in 1980-81.⁴

6) A final point on the importance to Germany of exchanges with other countries is the recommendation made in a special paper of the Science Council (Wissenschaftsrat) in 1981, its so-called "Elite-papier", that the most talented German students in higher education should be encouraged to study abroad. The assumption was that to maximize their academic and professional opportunities and to improve their academic situation, the most able students should have the experience of studying in another country, thereby strengthening their talents and experience.

Timeliness of Study

An evaluation of even only one segment of the Fulbright Program is timely for the reasons presented below.

1) U.S. support of the Fulbright Program was gravely threatened in the fall of 1981. The Reagan Administration proposed to sharply reduce support under the

3. Board of Foreign Scholarships, Fulbright Program Exchanges 1979, 19th Annual Report, Washington, D.C.: December 1979, pp. 30-32. Together the U.S.-foreign exchangees under Fulbright 1949-79 included 16,046 Germany, 15,211 United Kingdom, 13,771 France, 7,704 Italy, 5,942 Japan, for nearly 1/2 of total exchangees for the period.

4. Ibid., p. 6 and, BFS, Fulbright Program Exchanges 1981, p. 6.

U.S. International Communication Agency (USICA, now the U.S. Information Agency) for educational exchange. Specifically it proposed to cut funding by 53% (from \$48.1 million to \$22.5 million) for the Fulbright Program and to eliminate professional and graduate student exchanges with 70 of the 120 countries with which the U.S. was then conducting official exchanges. These Draconian cuts were averted, in large part as a result of the vigorous protest in many quarters transmitted to Congress and the Administration. However, the episode pointed up the vulnerability of the program to arbitrary budget reductions and the need to present the case for international exchanges more cogently to federal authorities and the public at large.

2) Educational exchange between the United States and the Federal Republic of Germany has been the focus of increasing research efforts in both countries. Encouraged by a special conference held in Bonn in November 1980, jointly organized by the International Society for Educational, Cultural and Scientific Interchange (ISECSI) and the Deutsche Akademisches Austauschdienst (DAAD), more research relating to German-U.S. educational exchange is now underway. An important aim of that conference was to bring together researchers and practitioners in educational exchange so that each could learn the priorities and concerns of the other. A follow-up conference to the Bonn meeting, held at Wingspread in fall 1981, gave further impetus to individual and collaborative research in the field.

3) The diminishing interest of German students in studying abroad is a concern to the German exchange organizations, having declined from 3.1% of all university students in 1962 to 1.2% in 1978. While the number did not drop in absolute terms in that period because total higher education enrollments have increased several fold in West Germany, the phenomenon of "Auslandsmüdigkeit" (tired of study abroad) does not augur well for maintaining or increasing interchange.

Job and financial pressures are understandably impelling German students to try to complete their academic programs in minimum time, but, unfortunately, at the cost of their not seeking to pursue academic study abroad (and also at other universities in the Federal Republic). While this study does not deal with Germany-to-U.S. exchanges, it is hoped that its total findings will give encouragement to that sector of exchanges.

4) Special efforts have been made in the last several years to encourage more American students to study foreign languages in order to reverse the trend of diminishing foreign language enrollments in pre-collegiate and higher education. Total registration in German in American colleges and universities declined from 216,263 in 1968 to 126,910 in 1980.⁵ The President's Commission on Foreign Language and International Studies which reported to the White House in 1979 attempted to make the case for more study of foreign languages on a number of grounds. Its report, Strength Through Wisdom, provides ammunition in support of this effort in terms of the national interest as well as of essential preparation for students in an increasingly internationalized world.

5) A look at exchanges between the United States and the Federal Republic of Germany may also be appropriate and timely in light of the alleged deterioration in understanding between these two countries. The American Ambassador to West Germany in a speech in March 1982 referred to "a growing deficiency in understanding between our two countries, a drifting away of the young people in both countries from what had previously been a shared understanding of our common heritage, of our common values, of our common culture - in short of an unraveling

5. Muller, Kurt E., "Foreign Language Enrollments in U.S. Institutions of Higher Education - Fall 1980," ADFL Bulletin, Vol. 13, No. 2 (November 1981), p.36.

of the bonds that bind us together."⁶ Whether or not what he stated is true -- and apparently there is some validity to it -- the current concern about less understanding between the peoples of West Germany and the United States calls for more attention, inter alia, to the contribution that international exchange makes to international understanding.

6) The fact that of the American Fulbright grantees who responded to the Fulbright Alumni Association survey, the largest single group were those who had held their Fulbrights in West Germany -- and that considerable data was generated by the survey -- makes it appropriate to examine that data while recognizing its inadequacies. It constitutes an information base which merits analysis.

7) Academic research in most disciplinary fields has increasingly become an international enterprise. More and more the leading research centers worldwide have and must become international with scholarly interchange a vital dimension of their functioning. In this context the contribution of a program such as Fulbright to international scholarship is ever more important and should be evaluated so that it is better understood and can be made yet more effective.

The Fulbright Alumni Association Survey

Background information on the FAA^{survey} is in order. In 1979 the Fulbright Alumni Association in collaboration with the President's Commission on Foreign Language and International Studies undertook a comprehensive survey of the impact of the experience in their host countries of Americans who went abroad as Fulbright grantees. This included those who went as students, school teachers, researchers, lecturers, and with travel only grants. The focus, as suggested earlier, was on the impact of this experience on their professional careers, involvements with

6. New York Times, April 2, 1982, p. A3.

community and other international education activities, the proficiency of grantees and their families in the language of their host country, and personal values and life styles.

Of the five thousand some grantees to whom the questionnaire was sent, an impressive 3,116 or well over 60 percent responded. The data, stored at FAA's headquarters at Bryn Mawr College, constitute, as Professor Arthur P. Dudden, then president of FAA and now its executive director has noted, "the largest body of information ever supplied by past Fulbrighters about themselves." This data was computerized, thus making it possible to obtain profiles of former Fulbright grantees by date, year, and type of award, discipline, present occupation, sex, host country, and many other categories, and to make correlations between such items and the kinds of impacts which, in the grantees' perceptions, their experience had on many aspects of their lives.

The President's Commission agreed to co-sponsor and assist with the survey as part of its broad concern with foreign language and international studies. Although international educational exchange was not an explicit part of the Commission's mandate, Commission members decided at their first meeting in October 1978 that among the five areas on which they would concentrate their attention, international educational exchange should be one because of its importance to Americans' knowledge of foreign languages and of other countries and cultures. The Commission greatly appreciated the willingness of the Fulbright Alumni Association to undertake the collaborative survey of former grantees.

Qualifications on FAA Findings

Clearly any conclusions from the FAA survey must be taken with caution. First, the respondents represent a small proportion of all former American Fulbright grantees for the period 1949-79: 3116 out of a total of 45,422 or around

7%. Of former grantees whose Fulbrights were in West Germany the respondents constituted only 5-6%. The FAA return was limited because the Association lacked current addresses on most American former grantees, a lack it has since energetically been remedying.

In terms of categories of Fulbright awards, respondents to the FAA questionnaire are not fully representational of all American grantees whose Fulbrights were in Germany. Whereas of the total of 6,564 American Fulbrighters to West Germany 1949-79, two-thirds had student Fulbrights, only one-third of FAA respondents went to Germany as student grantees. Some 10% of all grantees went as lecturers, compared to around 20% of FAA respondents. Senior scholar researchers constituted more than one-fifth of FAA respondents, compared to the approximately 8% of Americans falling in that category 1949-79. FAA respondents who had Fulbrights to Germany as school teachers constituted 7% of all respondents but around 16% of all grantees. Thus, the findings of the FAA survey results are skewed in favor of Americans who went to West Germany as senior scholars (researchers and lecturers) rather than as students or school teachers.

The statistics available for this research did not provide the distribution of all former American grantees to West Germany by decade of award, though they probably increased, not decreased over the thirty year period. FAA respondents clustered as follows: 1970's 50.3%, 1960's 28.8%, and 1950's 20.9%. The difference this makes to the survey's findings can only be conjectured. One could imagine, for example, that the 1950's grantees might be among the most positive about their experience both because the passage of time may have blurred recollections of the frustrations they encountered, and because the Fulbright Program offered more prestige and more generous stipends two decades ago than in recent years.

The FAA returns appear reasonably representational in terms of the percentage of respondents in humanities fields. Of FAA respondents whose Fulbrights were in West Germany (hereafter referred to as West Germany or Germany Fulbrighters), 60.9% of those employed in education in 1979 (about 80% of all these respondents), were in the humanities. This compares with 54.1% of respondents employed in education in 1979 whose Fulbrights were in other Western European countries and to around 50% of all American Fulbright grantees in 1978-79. Of American Fulbrighters in West Germany as Senior Scholars in 1977-78, 40% were in humanities fields, in 1979-80 53%. Thus the humanities appears to be overwhelmingly the field of all American Fulbrighters going abroad as Senior Scholars world-wide and to the Federal Republic of Germany, as well as of Germany FAA respondents.

Evidence suggests that women Fulbrighters to Germany may have been over-represented in the FAA survey. The ratio of men and women responding to the survey whose Fulbrights were in West Germany was 78.6%M/21.4%F. However, the shift in the sex breakdown in terms of respondents' ages as of 1979 suggests a much higher proportion of women in the student Fulbright category compared to Senior Scholar, as is explained below.

Age 1979	18-34	35-39	40-44	45-49	50-54	55-59	60-64
% M/F	50.9/49.1	75.9/24.1	93.3/6.7	84.3/15.7	93.3/6.7	81.3/18.8	88.9/11.1

Presumably most of the respondents who were 18-34 years of age in 1979 went to West Germany as student Fulbrighters (or teachers) because the overwhelming majority of Americans awarded Senior Scholar awards apparently are full or associate professors and hence probably older than 18-34. For example, of American Senior Scholars in West Germany in 1977-78, some 70% were full or associate professors or higher. The corresponding proportions for 1979-80, 1981-82, and 1982-83 (excluding Americans going in the special program for professionals in

the international exchange field) were respectively 80%, 83%, and 80%. Women have tended to constitute a small but increasing minority of American Senior Scholars in West Germany: 6% in 1977-78, 3% in 1979-80, 10% in 1981-82, and 12% in 1982-83. Thus, the fact that one-fifth of FAA respondents were women suggests that a higher proportion of women than men Fulbright student grantees responded to the survey or the percentage of women might have been even lower, unless, of course, the proportion of women going to Germany as Senior Scholars was untypically low for the several years cited above compared to the full three-plus decades of the Fulbright Program's existence.

To sum up, the FAA survey elicited responses from only 5-6% of all former Fulbrighters to Germany, half of whom had their Fulbrights in the 1970's. The survey over-represents those who went as Senior Scholars and under-represents those who went as students or school teachers; it somewhat over-represents those in humanities fields. Data available for this research project does not show if academics in general and senior academics in particular are over-represented in the FAA survey. Women are probably under-represented in the survey returns because they under-represent students, the Fulbright category along with school teachers which has a substantial proportion of women. While the degree to which the FAA returns are not fully representational of all American Fulbright grantees to the Federal Republic of Germany means that its findings must be interpreted with caution, because a sizable number of grantees responded to the FAA questionnaire and because the findings of the survey are supplemented with additional research, it is the author's conviction that conclusions drawn in this study can offer insights into the U.S.-to-West Germany Fulbright Program and more broadly into the general field of international educational exchange.

Profile of FAA Respondents: West Germany and Western Europe

Basic data on former American Fulbright grantees to West Germany and to Western Europe generally (FAA respondents) is presented in chart I, ^{next page.} Looking at the West Germany grantees in comparison to grantees to the rest of Western Europe highlights a few characteristics of the former. The comparison is made with Western Europe rather than with the Fulbright Program worldwide because the worldwide program has such a different configuration than the program between the U.S. and Western Europe. Most notable, the proportion of Americans with different categories of Fulbright awards differs significantly between the Western European program and the program with the rest of the world:

<u>1949-79</u>	<u>American Grantees to W. Europe</u>	<u>To the Rest of the World</u> ⁷
% students	50+	28
% adv. research	10	14
% teachers	20+	14
% lecturers	13	44
Total Grantees	30,804	14,618

The above diagram shows that whereas Americans go abroad predominantly as lecturers to countries outside Western Europe, student awards dominate in the Western European program. If the three industrialized nations of Australia, New Zealand and Japan are excluded from the total of American student Fulbrighters going to countries outside of Western Europe, the proportion of student Fulbrighters to all U.S. grantees is still lower, dropping from 28% to 23%. On the basis of the above it seems evident that the Fulbright programs differ so markedly between Western Europe and the rest of the world -- in aims as well as structure -- that comparing the West German and worldwide programs is unlikely to yield useful conclusions.

7. Op. cit., Fulbright Program Exchanges 1979, pp. 24-33.

CHART I

PROFILE OF FAA RESPONDENTS: WEST GERMANY AND THE REST OF WESTERN EUROPE

	<u>West Germany</u>	<u>Other Western European Countries</u>
Total respondents	341	1427
% M/F	78.6/21.4	79.5/20
age in 1979: %18-34 years	17.0	8.8
Birthplace W. Europe %	10.3	7.1
Presently employed in education: %	79.5	82.7
Social Sciences	11.1	20.6
Humanities	60.9	54.1
Sciences	18.7	14.7
Status in Higher Ed. 1979: %		
Full Professor	44.7	52.4
Assoc. Professor	19.0	12.9
Year of First Grant: %		
1950-59	20.9	28.0
1960-69	28.8	34.3
1970-79	50.3	35.0
% with more than one Fulbright	20.0	17.3
Category of Award: %		
Student	34.6	29.3
Lecturer	19.4	32.8
Advanced Research	22.0	22.1
Elem./sec. teacher	7.0	7.9
Travel only	12.0	5.4

Few significant differences emerge from the above figures. It is interesting that more West Germany grantees were born in Western Europe than grantees to the other Western European countries. One can speculate that the high percent of West German Fulbrights born in Western Europe reflects in part the number of American academics born in Germany who fled that country before and during World War Two and being native speakers of German subsequently applied for Fulbrights to that country. The large proportion of grantees to Germany in the 18-34 year age range as of 1979 compared to grantees to other Western European countries

reflects the fact that more than one-third of respondents went to Germany as students (two-thirds of U.S. Fulbrighters to West Germany 1949-79 had student Fulbrights and some 50% of respondents had their first Fulbright 1970-79 (54% of FAA respondents were 18-34 when they had their Fulbrights). Also, a higher percentage of respondents to West Germany had student awards compared to the rest of Western Europe.

The larger proportion of respondents in humanities and sciences compared to social sciences between West Germany and the rest of Western Europe is, one can infer, a factor of foreign language proficiency. On the one hand it is likely that humanists have German proficiency (especially those in Germanistics, philosophy and theology, fields in which many American humanists receive Fulbrights to Germany) or if in American studies, another lead field in Fulbright awards to Germany, they do not need German; on the other hand unlike social scientists, people in the sciences do not require German language proficiency to function in German universities.

Professional Impact of Fulbright Award

A major aim of the FAA survey was to identify if and how in their view former grantees benefitted professionally from having had a Fulbright award. While it is commonly alleged that spending time studying, teaching or researching abroad is useful to the career progress of academics, there is relatively little concrete evidence to document this statement. The following summary of returns to relevant FAA questions speaks to the issue.

<u>FAA Respondents:</u>	<u>West Germany</u>	<u>Other W. Europe</u>
If you published material from your Fulbright(s), where? % of all respondents:		
In the U.S.	75.6	79
In the host country	44.8	48
In other countries	19.2	18.2
The Fulbright experience: ⁸	% Yes/No	% Yes/No ⁸
significantly altered my career	47.9/18.7	52.3/11.7
significantly delayed degree completion	12.8/62.9	14.6/68.0
caused loss of seniority/benefits	16.5/70.8	16.7/64.0
jeopardized/caused loss of job	12.7/76.7	13.5/79.0
enhanced job status	69.9/12.6	67.2/23.8
contributed to earlier promotion	25.6/22.4	28.2/24.9
provided access to better position	29.5/28.0	30.9/28.5
provided intangible/general advantages	84.8/15.2	87.3/12.7
Involved since Fulbright grant in:	great deal - some/little - not at all	
crosscultural or comparative research	71.8/28.3	72.5/27.5
professional contacts made during Fulbright	75.3/24.7	77.8/22.2
contact with other non-U.S. colleagues	71.9/28.1	76.0/24.0
int'l scholarly professional associations	44.6/55.3	50.6/49.4
used materials/methods in teaching from Fulb.	77.8/21.9	82.5/17.5
If you were/are in/involved with business, how much did Fulbright experience shape your abilities/development (59 Germany, 282 W. Europe respondents):	76.3/23.7	73.1/26.9
Served in governmental capacity result of Fulbright, yes/no:	6.3/83.7	10.4/89.6
Since Fulbright published in foreign journals, %:		
more than five articles	5.8	10.3
3-5 articles	13.3	11.6
1-2 articles	20.6	26.2
none	60.3	51.9
Invited since Fulbright to return to host country for professional services, % yes:	32.6	35.0

These responses reveal career drawbacks from their Fulbright experience for only a small minority of responding grantees, such as one's job being lost or jeopardized or a loss of seniority and/or employment benefits lost. Intangible benefits and general advantages are overwhelmingly affirmed by respondents, enhanced job status by fewer but close to 70 percent, however, vary somewhat accord-

8. Percentages do not add up to 100% as respondents neither agreeing nor disagreeing are omitted from these figures.

ing to their disciplinary field. To illustrate, respondents in education in 1979 whose Fulbrights were in West Germany gave the following replies to the query, did the Fulbright experience enhance your job status?

	% Strongly agree	agree	neutral	disagree	Strongly disagree
Social Sciences (23)	17.4	47.8	30.4	4.3	0
Humanities (128)	32.8	39.8	14.8	7.0	5.5
Fine Art (18)	50.0	44.4	0	0	5.6
Sciences (41)	36.6	31.7	31.7	0	0

Those in Fine Art were overwhelmingly more positive about the impact of their Fulbright sojourn on their job status than academics in other fields. Well over half, however, fell in the combined categories of "strongly agree/agree" for the other disciplinary fields. Assessments also were different depending on respondents' status in higher education in 1979: of the largest category, full professors (43.3% of all respondents), 33.8% strongly agreed and 39.2% agreed that the Fulbright had enhanced their job status or a total of 73% combined, contrasted with 75% of the 20 assistant professor and 67.2% of the 61 associate professors.

Respondents' perceptions on the issues discussed in this section have also changed over time, as the following breakdown by decade and sex of responses to the statement, the Fulbright experience significantly altered my career, indicates:

Respondents employed in higher education, Fulbrights in W. Germany:

	<u>strongly agree</u>	<u>agree</u>	<u>disagree</u>	<u>strongly disagree</u>
% 1950s cohort male/female	34.9/28.6	34.9/43	4.7/14.3	4.7/0
% 1960s cohort male/female	17.5/62.5	30.2/0	12.7/12.5	9.5/0
% 1970s cohort male/female	13.4/31.8	23.7/13.6	14.4/22.7	3.1/9.1

The above analysis suggests that a Fulbright made or was seen to make a greater career difference to grantees of the 1950s compared to more recent decades. In fact, it probably did make more difference to the earlier cohort as there

were fewer sources of external funding for study/research abroad then than since. Another possible interpretation, of course, is that the Fulbright Program did not make more difference some years ago, but that respondents to the FAA questionnaire were atypical in so perceiving it. The relative decline in stipends since the 1950s is doubtless a factor in the declining role of Fulbright awards in grantees' careers, especially for Americans going abroad as Senior Scholars, and the briefer period abroad, now more typical of Senior Scholar awards -- although the period abroad has been reduced less for Americans going to West Germany than to many other countries.

An analysis by category of Fulbright for the three decades for male grantees (numbers of women grantees are too small to be significant) show a similarly diminishing regard for Fulbrights in terms of enhancement of one's job status.

Male FAA Respondents (W. Germany)

% strongly agree

% agree

The Fulbright experience enhanced my job status:

1950s: all categories (48)	55.1	30.6
students (36)	58.3	30.6
lecturers (8)	30.6	50.0
1960s: all categories (71)	32.0	41.3
students (27)	33.3	40.7
lecturers (14)	14.3	50.0
researchers (18)	38.9	50.0
1970s: all categories (102)	11.4	50.7
students (15)	33.3	53.3
lecturers (43.5% neutral) (23)	----	47.8
researchers (41)	9.8	46.3

The relatively few numbers of FAA respondents on specific items when these are broken down by decade and category of Fulbright award and sex of grantees makes it problematic to attempt detailed conclusions on these items. The breakdown made for the enhancement of job status question therefore is illustrative only and is not repeated in this report for other survey questions having similarly few returns in narrow categories. As the results would involve so few grantees, inferences based on them would have relatively little meaning.

Nonetheless, the FAA survey suggests several important conclusions on the professional impact of their Fulbright experience on American grantees to West Germany: 1) Having a Fulbright was perceived by half or more respondents as making a significant difference to their careers and only handicapped very few; 2) since their Fulbrights 70% or more of respondents have been active in crosscultural or comparative research, with professional contacts made during their Fulbrights and with foreign colleagues elsewhere, and have used materials and/or methodologies derived from their exchange experience, and 3) since their Fulbright tours more than three-fourths of respondents have published in the U.S. (a far higher publication record than applies for most American academics), over two-fifths in West Germany, and nearly one-fifth have published at least three articles in foreign journals. Whether or not these impressive results should be credited more to the Fulbright selection process or to the impact of the Fulbright experience on grantees, they document the success of the program, as reported by a high proportion of FAA survey respondents, in contributing to their professional advancement and scholarly productivity.

Post-Fulbright International Education Activities

Many observers have asserted that a major value of experience abroad for Americans is their subsequent commitment to and involvement in activities which foster public knowledge and understanding of other countries and cultures. The FAA survey addressed this aspect of the Fulbright experience in a series of questions on the post-sojourn activities of former grantees in contacting and assisting nationals from their Fulbright or other foreign countries and/or in participating in community groups concerned with world affairs and other international education undertakings. The results of those questions are summarized

below for West Germany and other Western Europe respondents.

Post Fulbright Tour International Education Activities

To what extent:	W. Germany	Other W. Europe
	% great deal/some/none	
Do you seek out your Fulbright country nationals:	24.3/52/20.5	26.8/49.6/8.9
Are you sought out by your Fulbright country nationals:	14/42.1/23	14.2/44.5/19.4
Have you assisted foreign Fulbrighters:	6/29.2/49.4	10.4/31.7/39.8
Have you assisted foreign students:	21.4/41/18.7	26.2/41/13.7
	% Yes/No	
Have you participated in an educational-community group concerned with foreign students/scholars, world affairs education:	48.5/51.5	52.4/47.6

The differences between the respondents to West Germany and other Western European countries on the above questions are too small to be significant (figures do not add up to 100% because respondents checking "only a little" were omitted; they can be calculated by subtracting the sum of responses to a given item from 100). Two aspects of the above chart are noteworthy. First, in post-tour intercultural contacts, former Fulbrighters have a much more active record in seeking out/being sought out by Fulbright country nationals and in assisting foreign students than in assisting foreign Fulbrighters. Moreover this applies more to the West Germany than to the other Western Europe respondents. While an interest in contact with persons from one's Fulbright country is a not unexpected byproduct of the Fulbright experience, it is hard to understand why so few respondents reported assisting foreign Fulbrighters (any country) compared to foreign students -- unless their comparatively small number, around 2000 per year, or a tiny fraction of all students and faculty in American higher education, makes finding/helping them like hunting a needle in a haystack.

Overall the above responses suggest a post-Fulbright tour commitment on the part of a substantial proportion of former West Germany and Western Europe respondents (about twice as many respondents reported "some" activity as "a great deal") in contacts with Fulbright and other country nationals, and around half in participating in educational/community groups oriented towards international activities. A breakdown by decade and sex shows a somewhat lesser involvement of the 1970's grantees than of earlier cohorts and of men compared to women. The latter is certainly consistent with traditional patterns of interpersonal contact in academia and society at large. The lesser involvement of the 1970's cohort of respondents can probably be attributed to a large extent to the fact that a considerable proportion had student awards. Many of the 1970's grantees had junior status in the higher education field during that decade, and hence may have been too preoccupied with degree completion or the professional and/or family demands placed on them in the early stages of their careers and family life to engage in the individual and community contacts and activities listed above.

The impact of the Fulbright experience on respondents' personal lives and values and on their families was queried in another section of the FAA survey. Again, the admittedly subjective reactions of respondents (W. Germany and other Western European countries) suggests that the experience made a substantial difference, probably more for the American grantees of the 1950's and 1960's than for the 1970's. Questions and responses were the following:

As a result of your Fulbright to what extent:	W. Germany	Other W. Europe
	% great deal / some / none	
have you formed permanent friendships in host country?	46 / 37 / 7	47 / 39 / 5
have you visited friends in host country?	29 / 45 / 19	27 / 47 / 15
have your professional interests changed?	13 / 36 / 20	16 / 38 / 21
has your world view changed?	34 / 43 / 9	39 / 41 / 7
have you changed your lifestyle?	12 / 39 / 24	13 / 37 / 25
have you traveled abroad?	37 / 36 / 18	44 / 36 / 12
has your choice of friends changed?	7 / 23 / 36	6 / 31 / 37

Except with respect to choice of friends, one-half to more than three quarters of respondents indicated their Fulbright had resulted in "a great deal/some" change for all the above questions, and with very little difference between former grantees to West Germany or to the rest of Western Europe. Correlations between responses and the respondents' sex, decade and category of grant, current academic status, discipline and the like were not possible with the data available for this report.

Foreign Language Proficiency

A major interest of the President's Commission on Foreign Language and International Studies in joining with the Fulbright Alumni Association to sponsor the FAA survey was to investigate the impact of the experience of former grantees on foreign language learning and retention, their motivation for both, and these same concerns in relation to their spouses and children. Returns for grantees to West Germany and other Western European countries are summarized below.

	West Germany	Other W. Europe
As a consequence of your Fulbright tour, to what extent (percentages): ⁹	Great deal/some/little/none/not applicable	
Did your spouse learn host country language?	15/20/5/2/58	13/20/11/4/52
Children learned host country language?	20/9/4/3/66	16/14/7/3/60
Children since spent time in host country?	20/9/4/3/66	16/14/7/3/60
Spouse/children retained FL fluency?	22/28/15/5/31	20/20/21/12/27
Importance of knowledge of language to accomplishing your Fulbright objectives?	69/15/12/4/1	46/17/17/11/10
Read publications now in host country language?	38/33/20/8/2	27/24/18/20/11
Actively try to maintain proficiency in host country language?	46/32/14/3	31/25/16/16/12

Foreign Language Proficiency (West Germany respondents only):

	very good	good	fair	poor	very poor
Reading proficiency: %					
at conclusion Fulbright	61.6	23.5	10.7	3.3	1.0
today (1979)	51.1	24.1	18.6	4.9	1.3
Writing proficiency: %					
at conclusion Fulbright	35.6	27.8	23.2	9.8	3.6
today (1979)	29.1	20.3	29.7	14.7	6.2
Speaking proficiency: %					
at conclusion Fulbright	53.9	27.8	12.7	4.2	1.3
today (1979)	39.2	28.1	21.9	8.2	2.6

A reading/speaking foreign language proficiency should be required of Fulbrighters for all countries:	strongly agree	agree	neutral	disagree	strongly disagree
W. Germany Fulbright respondents: %	41.4	32.4	15.9	7.1	3.6
Other W. Europe respondents: %	31.1	24.7	19.5	17.7	7.1

	West Germany	Other W. Europe
Was a foreign language required? Yes: %	70.8	38.0

In deriving conclusions from FAA survey data relating to foreign language proficiency (as with other items), it may be particularly important to keep in mind the subjectivity of responses because self-assessments of foreign language competence are often somewhat inflated. The self-assessments of West Germany respondents doubtless

9. To save space all percentages in this section are rounded.

reflect the fact that 70.8% of respondents reported a foreign language requirement. The high ratings may also reflect the fact that one-fifth had more than one Fulbright (though the additional Fulbrights were not necessarily to Germany), and that 10% of respondents were born outside the U.S. (though how many in Germany was not known for this report). As mentioned earlier the relatively high proportion of all West Germany Fulbrighters in the humanities and sciences compared to social sciences also helps account for the high level of German proficiency of FAA West Germany respondents.

Even with these cautions it is nonetheless impressive that some three-fourths of the West Germany respondents assessed their reading proficiency as very good or good at the conclusion of their Fulbright and in 1979, that the corresponding proportions for speaking proficiency were well over half, and for writing, the most difficult skill, over 60% at the end of the Fulbright tour and nearly half in 1979. Proficiency declined in all three skills over that period, but in 1979 more than 70% of respondents were reading publications in German and actively trying to maintain their German proficiency ("great deal" and "some" responses combined).

The impact of the Fulbright experience on grantees' spouses and children is clearly an important byproduct of the Fulbright Program. For example, whereas around 30% of the West Germany and other Western Europe respondents reported that their children learned the host country language and since spent time in the country "a great deal" or "some", in actual numbers this involved 526 out of 677, or over three-fourths of applicable responses (presumably from respondents accompanied by children during their Fulbright tour). When one similarly eliminates inapplicable responses to the query on spouses' language learning, it turns out that over 80% of the spouses of West Germany respondents learned the host country

language "a great deal/some." The comparable proportion for the other Western Europe countries was 70%.

In comparing responses of grantees to West Germany and to other Western European countries, it is not surprising that excluding former Fulbrighters in countries where the first language is English, the other Western Europe respondents read less in their host country's language and made less effort to keep up their proficiency (presumably the 304 or around 10% of respondents whose Fulbrights were in the United Kingdom and Ireland checked the "not applicable" box in the survey). Many of the languages of the other Western European countries have limited use outside of these countries, for example, Dutch (101 respondents' host country), Danish (56), Norwegian (47), Swedish (21), etc.

Turning to the implications for language study in the U.S. and the language needs for participants in international educational exchanges, it is striking that on the one hand a much higher proportion of the Germany than the other Western Europe respondents found a knowledge of the host country language very important ("a great deal") to accomplishing their Fulbright goals (69% cf. 46%), and on the other hand strongly agreed that "a reading/speaking foreign language proficiency should be required of Fulbrighters for all countries" (41.1% cf. 31.1%, or 73.4% cf. 55.8% for "strongly agree/agree" combined). It is also worth noting that a much higher proportion of the West Germany respondents considered knowledge of a language important to achieve their Fulbright goals than claimed "very good" proficiency in any of the language skills except reading at the end of their Fulbright tours!

In sum, a high proportion of West Germany respondents reported that a foreign language was required for their Fulbright tour, considered proficiency important to achieving their Fulbright goals, claimed considerable proficiency at the end

of their tour, since actively tried to maintain their proficiency although it has diminished, and favor a reading/speaking foreign language requirement of Fulbrighters for all countries. Of those for whom questions about spouses and/or children were relevant, over three-fourths reported some or a great deal of language learning by family members. It could be interesting to identify correlations between foreign language proficiency and the professional and other impacts of the Fulbright experience on the respondents whose Fulbrights were in West Germany, but unfortunately, the necessary data was not available for this study.

The apparently strong commitment to foreign language proficiency on the part of Germany respondents becomes less impressive when one analyzes the commitment over three decades. Whereas 82.6% of males in the education field in 1979 whose Fulbrights were in the 1950s thought a knowledge of the local language very important to achieving their Fulbright objectives, this rate declined to 72.3% for the 1960s cohort and 52.9% for the 1970s. This shift probably paralleled the decrease in the proportion of academic males in the humanities (from 72.5% of 1950s grantees to Germany to 51.3% in the 1970s, with corresponding increase in the proportion in the sciences from 17.5% to 24.4% in the same period).

If one looks at Senior Scholar awards to Germany for 1982-83, 40% of the American grantees were in the sciences and engineering. It is doubtful that many of them either had proficiency in German or felt a significant need of it to accomplish their professional objectives because English has become so overwhelmingly the language of science worldwide. Thus, the increasing proportion of American Fulbrighters going to West Germany as Senior Scholars whose disciplines are in the sciences and engineering has probably resulted in a decline in the numbers able or motivated to communicate in German compared to one or two decades ago. (Grantees going as students are, of course, required to have German proficiency

and they continue to comprise the great majority of Fulbrighters to the Federal Republic.)

Advocates of increased attention to foreign languages in American education may regret the lack of a language requirement for all Americans going abroad with Fulbright awards other than to countries where the first language is English and the apparent erosion in this requirement in the Fulbright Program for Senior Scholars worldwide, especially for those who go as researchers rather than lecturers. However, an inflexible language requirement would on the one hand seriously limit the pool of American candidates because of declining language study in the U.S. in the last two decades, and on the other hand would not take into account that English is now the lingua franca of scholarship in most fields, thus making a language requirement neither realistic nor functional.

Dr. Ulrich Littmann, the distinguished Executive Director of the Commission for Educational Exchange between the United States of America and the Federal Republic of Germany (Fulbright Commission), has commented on this language problem as follows:

The value of several research projects has been doubted because American professors could not conduct a general conversation in German after half a year. The critics, however, overlooked entirely that such professors do highly sophisticated research in laboratories where everybody communicates and publishes in English; the criterion for selection was the research potential and achievement.¹⁰

As is discussed later in more detail, the Fulbright Program has multiple objectives, one of the more important of which is to encourage and facilitate international scholarly interchange. A foreign language requirement may not only impede but also be to a considerable extent irrelevant to this objective.

10. Ulrich Littmann, German-American Exchanges, A Report on Facts and Developments, Bonn-Bad Godesberg: Commission for Educational Exchange between the United States of America and the Federal Republic of Germany, May 1980, p. 15.

Other Language-Related Findings from FAA Survey

A reading of the questionnaires returned to the Fulbright Alumni Association by 46 of the 341 former grantees to West Germany, although less than 1/7 of the total, because they were selected randomly constitute perhaps a reasonable cross-section. They provided the following information. Of the 37 respondents who answered the questions on foreign language proficiency, 31 favored a language requirement for all Fulbrighters, 4 opposed it, and two were neutral. Twenty-nine of the 31 assessed their own German proficiency as good or very good; four were born in Germany and two had German-born wives. The two not proficient in German but favoring a requirement were a trustee of a major university and a forestry professor born in China. Only four of the 31 favoring a language requirement were in science fields and three of them rated themselves as proficient in German.

Of the four respondents opposing a language requirement three had very little or no proficiency in German; three were in the sciences, one in education. The two neutral respondents were an English professor with no knowledge of German and a Fine Arts professor fluent in the language.

This vignette would seem to confirm the findings of the FAA survey relating to all Germany respondents, namely: a) that a high proportion of respondents were in non-science fields, b) that this group has tended to be proficient in German, and c) that U.S. Senior Scholars proficient in German are likely to favor a language requirement. Of the 46 total, one-third had gone to Germany as Fulbright students, the same ratio as for all Germany respondents. Twenty-six of the 46 were full professors in 1979 (two emeriti); eight had had two Fulbright awards. Nine served as Fulbright Adviser or Foreign Student Adviser at their institutions since their Fulbright tour, three for at least five years.

While the 46 were certainly not typical of all American grantees to West Germany in decade and category of award, discipline, and the like, they suggest a pattern broadly applicable to former grantees of an active post-Fulbright involvement in international activities, although those active professionally tended not to be active in interpersonal contacts and vice-versa. However, given the multiple objectives of the Fulbright Program, discussed later, a diversity in the impact on grantees' post-Fulbright involvements was to be expected.

Post-Tour Reports of Senior Scholars to West Germany: Foreign Language

To supplement FAA survey data the post-tour reports of former Senior Scholar Fulbrighters to the Federal Republic of Germany were reviewed for 1976/7 and 1980/81, using files at the Council for International Exchange of Scholars (CIES only keeps these reports for the preceding five years). Although covering only a limited time period, the CIES reports are of interest because, unlike the FAA survey questionnaire, filling out a report for CIES is mandatory for Senior Scholars. The focus of the review of CIES reports was chiefly on foreign language proficiency.

Reports of grantees for 1976/77 and 1980/81 showed a decrease in the proportion of scholars in humanities fields and of those with proficiency in German. In contrast to the 1980-81 contingent, the great majority of 1976-77 Senior Scholars claimed a good command of German. Among the 1976-77 group, for example, one had returned to Germany every third or fourth year throughout his academic career, another had spoken German for three-fourths of his life, a third was equally proficient in English and German (and four other languages), close to half had previously spent time in Germany, and those lacking German proficiency tended to feel that this lack had hampered their Fulbright experience.

To illustrate:

-- A professor of American studies reported that speaking German would have made life easier;

-- A forestry professor remarked that a good command of German (conversational) would be helpful for future grantees even though most of the professional staff with whom he associated in Germany spoke English;

-- A physics researcher felt that his relatively good command of German was helpful, even though not required for his Fulbright award.

Although, as mentioned, few of the 1980-81 grantees were proficient in German, the majority seemed to consider a knowledge of German important. Among individual comments were the following:

-- I wish I could say that the language was not a problem. Quite simply, it has limited me;

-- I cannot stress enough the need for a good command of German;

-- The only problem I countered arose from my weak knowledge of German;

-- I did not have a language problem (colleagues spoke English), but my wife did; I only wish that my family had participated in the intensive language course held in August last year;

-- Little knowledge of the language did not prove as great a handicap as I thought it would;

-- I strongly encourage participation in a summer language institute;

-- We have more fuel for the fight for foreign language study in the U.S.;

-- This year I was able for the first time to give lectures in German;

-- Now back in the U.S. both children speak German around the house and are studying it at the local school.

Obviously no firm conclusions on the need for German proficiency can be

drawn from the statements and reactions of the 1976-77 and 1980-81 Senior Scholars. However, they seem to confirm the value of the experiment initiated in 1978 by the German Fulbright Commission which has required some of the American Senior Scholars coming to West Germany as lecturers to attend a Goethe-Institut language course (at Commission expense) as an integral part of the lecturing award.¹¹ Moreover, because of the apparent importance of proficiency in German to the experience in West Germany of Senior Scholars and their families, it is not surprising that many grantees have had previous sojourns in that country and that a few even have German wives.

Overall the reports of the 1976-77 and 1980-81 Senior Scholars were extremely positive as the following quotes from some of the reports indicate:

-- Once again I am up-to-date on the work being done in my field in the BRD; periodic renewal of these contacts is essential if through them research is to be advanced;

-- The experience has been superb for both my wife and myself; I believe my chief accomplishment has been in initiating personal contact between my home department and the Institute (in Germany) which I expect to lead to a continued healthy exchange of staff and students in the future;

-- This has clearly been one of my most productive years in research;

-- I never saw a dean ("and never hope to see one . . ."), but I have benefitted professionally and I have made friends for life;

-- I and my family have acquired, through conversations, reading of newspapers and books, television, etc., a much better understanding of Germany as a society, of its accomplishments, problems and prospects than we could have got in any other

11. Littman, p. 43.

way;

-- It is quite clear our life is different, in a positive way, because of our year abroad;

-- I have made some professional contacts which I feel will be lasting and important: my experiences with German people have been overwhelmingly positive;

-- (On contributing to international understanding) all we can say with any assurance is that we hope we have had some tiny influence in fostering "international understanding" by our being here. It is, after all, the only hope we have, isn't it? The common pursuit of knowledge is, as Senator Fulbright once remarked, probably better than the pursuit of each other.

Conclusion

Notwithstanding the admitted inadequacies in the data base for this study, it documents to an important degree that the experience in the Federal Republic of Germany of a significant number of former Fulbright grantees in all categories since the inception of the program has made an important and lasting difference to their personal and professional lives. The limited comparison attempted between grantees to West Germany and other Western European countries has revealed no notable differences between these two groups and the impact of their experience abroad except that more Germany FAA survey respondents than respondents who went to other Western European countries were born abroad, more were in humanities and fewer in social sciences, more had their Fulbright awards in the 1970s than earlier decades, and fewer had lecturer and more had travel only awards. These differences, other than decade of award, probably reflect such factors as the relatively large number of American academics in philosophy and religion (German-speaking) attracted to Germany and the need for Senior Scholars with lecturer awards to Germany to be able to teach in German unless in the sciences or American/English studies.

The Germany FAA survey respondents overwhelmingly perceived their Fulbright experience as providing intangible benefits and enhancing their job status, and close to half regarded it as significantly altering their careers. Since their Fulbright tours the great majority have been involved in crosscultural research and in contacts with professional colleagues abroad, including in their Fulbright country. Three-fourths used materials and methods gained in their Fulbright tour in their subsequent teaching. One-third returned to their Fulbright country in a professional capacity. A number also published abroad. These post-tour perceptions and activities add up to a substantial internationalization of grantees' post-Fulbright careers and of their scholarly links abroad.

The analysis of the Fulbright impact on grantees' subsequent involvement in international education activities shows a strong commitment in this field, especially in contacts with foreign students and Fulbrighters and in participating in educational and/or community groups concerned with foreign students and scholars and/or world affairs education. If this is valid only for a minority of all grantees -- which may well be true as less than half of all 3,124 FAA respondents indicated participation in these fields (about 40% in contacts with foreign students, 20% in community/group activity) -- even so this constitutes a significant number of former Fulbrighters. If one adds perhaps 10-20% of the at least 30-50,000 American students, school teachers, and higher education faculty who study, teach, or research abroad each year, this produces an important pool of persons, augmented annually, interested in and contributing to international education.

In terms of personal changes traceable to the Fulbright sojourn, one again finds some major impacts, especially in traveling abroad, visiting friends abroad, and forming permanent friendships in the Fulbright country, and to a lesser extent

in world view, lifestyle, and choice of friends. Former Fulbrighters are internationally mobile and socially international, two characteristics which inevitably rub off on their children and which are increasingly important in our complex interdependent world.

In the area of foreign language proficiency Fulbrighters to the Federal Republic of Germany are unusual in that while proficiency is essential for Fulbright students and for most lecturers, with the erosion of the study of German in the U.S., decreasing numbers of American academics are fluent in the language. Within this narrow pool of language-qualified Americans, one understandably finds a strong commitment to foreign language proficiency, as suggested by the higher proportion of FAA survey respondents than those to the rest of Western Europe in favor of a foreign language requirement for all Fulbright awards: 41.1% compared to 31.1% (and only 25.5% for all FAA survey respondents).

As noted the need to know German also influences the disciplinary distribution of American Fulbrighters, with a high proportion in humanities and science, relatively fewer in the social sciences, and a sizable number with previous experience in Germany. To take only one example, whereas 61.6 percent of Germany FAA survey respondents reported very good reading proficiency at the conclusion of their Fulbright tour, only one-third of all FAA survey respondents claimed this post-tour level of proficiency. Moreover, as the review of individual FAA survey returns and of CIES reports showed, a substantial number of American Fulbrighters to Germany considered language proficiency important even if not a condition of their award.

While the findings in this study will, it is hoped, strengthen the case for international educational exchange, much more research is needed on the difference that international educational exchange makes to Americans and people of other

countries who have the opportunity for it. In an unpublished paper using the FAA survey data on "The Benefits of Overseas Experience" Sarah Jane Moore and Richard D. Lambert found that different groups of respondents gained one or another kind of benefit and that "those who get the most of one type of benefit are not likely to get the most of any of the others."¹² For example respondents for whom the impact of their Fulbrights was important in their personal lives saw themselves as little advantaged professionally, and vice-versa.

The Moore-Lambert analysis points up the need to focus on the objectives of international educational exchange and their implications for selection criteria for exchange programs. Depending upon whether the objective is scholarly productivity, continuing contact with foreign colleagues, enhanced language proficiency, changed values, active participation in citizen education on world affairs and/or some other objectives, or a combination thereof, it would certainly seem appropriate that selection criteria explicitly take these objectives into account. An overseas experience has different impacts on different kinds of persons depending on a series of factors such as sex, discipline, age, language proficiency, etc. As Moore and Lambert suggest, if systematic exploration of likely outcomes were undertaken, it could make selection and expectation "a bit more realistic."

Ulrich Littmann of the German Fulbright Commission has stressed the multiple objectives of the Germany-U.S. Fulbright Program. They include the promotion of research, mutual understanding, cultural policy, language learning, etc.¹³ German-U.S. Fulbright exchanges are complicated by the somewhat different agenda of both

13. Sarah Jane Moore and Lambert, Richard D., "The Benefits of Overseas Experience," unpublished paper, University of Pennsylvania, no date, p. 6.

14. Littmann, pp. 15-16.

countries. For example, many of the higher education institutions in the United States which do not fall in the category of research universities want their faculty to participate in the Senior Scholar Program even though they may not measure up in the terms of research potential and achievement or they may lack the proficiency in German necessary to lecture in some fields. Some even design Fulbright research proposals to meet their home institution's "publish or perish" expectations which really do not qualify as serious research projects. It is exceedingly difficult for the German (and other) Fulbright Programs to respond to the concern of the heterogeneous American higher education system that the Fulbright Program allocate opportunities for research or lecturing abroad widely among American applicants in terms of diversity of geographic location, type of institutions, and other such factors.

In conclusion, this report recommends a more explicit definition of the objectives of the German-U.S. and other Fulbright Programs (and of other international educational exchanges), and more attention to matching selection criteria with exchange objectives. In particular, this report recommends more research on the differences that exchanges make to scholarship worldwide, to the personal and professional lives of participants, to citizen education in international affairs, and to foreign language learning and retention. Anecdotal accounts have their place and persuasiveness. However, if international educational exchange is to be better recognized and supported, we need more knowledge and understanding of the diverse contributions of exchanges and how they might be more effectively fine-tuned to achieve agreed objectives.